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ABSTRACT

This publication contains the results of a survey of two- and four-year colleges and universities in the U.S. Southwest designed to provide detailed information concerning the status of ethnic studies curricula. The Cross-Cultural Southwest Ethnic Study Center (CCSWESC) of the University of Texas at El Paso conducted the survey to promote interinstitutional communication and cooperation between and among CCSWESC and analogous entities on other campuses. A two-page questionnaire was mailed to administrative officers of most junior and senior colleges in California, Nevada, Utah, Colorado, Arizona, New Mexico, Texas, and Oklahoma. Nearly 100 institutions of the approximately 150 responses indicated a program or activity relevant to the areas surveyed. Survey results include the following: nomenclature of the ethnic curricula; academic levels involved; the regional and minority concerns treated; the manner in which faculty for such programs are distributed among the various teaching departments; and names, characteristics, and activities of related research centers, departments, divisions, committees, offices, and other institutional entities having an interest in minority concerns and interethnic relationships. (Author/RM)

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Ethnic Studies Curricula and Related Institutional Entities at Southwestern Colleges and Universities

by

J. Lawrence McConville, Ed. D.

Research Associate[1]

I. Introduction

During the Spring of 1975 the Cross-Cultural Southwest Ethnic Study Center of The University of Texas at El Paso conducted a survey of two-and four-year colleges and universities in the states of the U.S. Southwest designed to provide detailed information concerning the status of ethnic studies curricula.[2] The survey was concerned with the nomenclature of such curricula, the academic levels involved, the regional and minority concerns treated, the manner in which faculty for such programs are distributed among the various teaching departments, as well as the characteristics and activities of related research centers, departments, divisions, committees, offices, and other institutional entities having an interest in minority concerns and inter-ethnic relationships. The objective of the survey was to promote inter-institutional communication and cooperation between and among U.T. El Paso's CCSWESC and analogous entities on other campuses.

In January, 1975, the CCSWESC staff mailed a two-page questionnaire to administrative officers of most junior and senior colleges in the states of California, Nevada, Utah, Colorado, Arizona, New Mexico, Texas, and Oklahoma. Since the CCSWESC's interests are generally confined to ethnic relations in or near the Borderlands of the United States and Mexico, the survey did not seek to go beyond that region. Two questionnaires were used; one inquired concerning the status of liberal arts, humanities, and social sciences curricula, while the other was addressed to teacher training programs incorporating ethnic concerns.

Nearly 100 institutions of the approximately 150 responses indicated a program or activity relevant to the areas surveyed. Since all responses were voluntary, the data provided herein does not pretend to be a com-

plete inventory of such programs. Some larger institutions, perhaps plagued by frequent institutional research requests, did not respond at all;[3] on the other hand, junior and community colleges and many other smaller, private institutions were generally quite responsive and otherwise evinced interest in the survey. The CCSWESC encourages all institutions to notify it of corrections and additional information about new programs and activities.

Two-year institutions do not generally engage in ethnic studies curriculum development, and the survey tended to probe the depth of this involvement. Furthermore, there is a possibility that ideological presuppositions can be inferred from curricula nomenclature and related campus entities' names and functions. There appear to be a number of factors contributing to a certain amount of instability and an uncertain long-term status for ethnic curricula and their related, supportive entities. These factors make it difficult to assess the current status of such projects because their continuance seems to hinge upon (1) highly unstable sources of financial support; (2) the political and ideological climate of legislatures, communities, student populations, and academic administrations; (3) departmental rigidity, flexibility, and innovativeness with respect to interdisciplinary programs; and (4) the largely undefined articulations between ethnic or area studies and the world of practical occupational roles and specialties for those who engage in such studies.

Many institutions responded that they are going through a planning process designed to institute such curricula – especially in teacher preparation for bilingual-bicultural education. These programs are subject to unstable guidelines due to their almost continuous definition and redefinition as federal court decisions, national legislation, federal agency administrative guidelines, state legislation, school district policies, and sociopolitical pressures exhibit an ongoing succession of disjunctures, discontinuities, and delayed articulations. The establishment of an ethnic studies curriculum or a division which seeks to attend to the needs of minority students is therefore an event of uncertain meaning. In some instances, faculty and/or student ideologies predispose such programs to be mechanisms for promoting minority-group-consciousness movements. In other instances, there seems to be a dominant impress from scholars interested in pure research or in interdisciplinary or area studies because these engender synthesizing perspectives. In the case of two-year institutions, such programs appear to be predicated on a need for community relevancy and a desire to establish some sort of socio-cultural "decom-

pression chamber" in which "unreconstructed ethnics" are "processed" in such a way as to make college experiences manageable for them. In yet other instances, the complete absence of these trends might imply that some of these curricula and their supportive activities were desired to obtain funds which could be transformed into indirect support for regular institutional activities, or to comply with affirmative action plans, Equal Employment Opportunity regulations, or civil rights legislation.

Because both the motivational antecedents as well as the ideological and financial flux of the social milieu are so variable and change-prone, ethnic studies curricula ought to be viewed more as an ongoing production rather than compact, concrete, and clearly-bounded content assemblages. Both the intra- and inter-institutional features of these endeavors have remained problematic. It is hoped that the results of this survey will encourage thoughtful consideration of the rationales which sustain such curricular endeavors and promote inter-institutional communication concerning issues of interest.

II. Liberal Arts, Humanities, and Social Sciences Curricula Nomenclature and Levels

Throughout the tables below the names of all institutions appear encoded as shown in the list at the end of this report. That list is alphabetized by code letters rather than by the full name of institutions. Each section of this report includes other codes relevant to that section. The tables in Section II include the following codes:

1 – non-degree certificate (includes two-year community and junior college programs as well as teacher certificates)
2 – bachelor's degree major
3 – bachelor's degree minor
4 – bachelor's degree area of concentration
5 – master's degree major
6 – master's degree minor
7 – master's degree area of concentration
8 – doctoral major
9 – doctoral minor
10 – doctoral area of concentration

A. *Ethnic Studies Curricula of a General or Multi-Ethnic Nature.* Unless otherwise indicated in footnotes, the nomenclature used at these institutions is "Ethnic Studies."

Insti.	*Levels*	*Insti.*	*Levels*	*Insti.*	*Levels*	*Insti.*	*Levels*	*Insti.*	*Levels*
CC(1)	4	CSUC(1)	2	HSU	4	SMC(5)	2	USC	2,10
CCSF	1	CSUFr	3	LMU	2,4	TTU	3	USD	4
CM	1	CSUFu	2	MC	2	UCI(6)	2,5,8	USF(7)	2,4
CoSU(2)	4	CU(1)	4	OLLC	3	UCoD(1)	2,4	UTA(8)	2,4
CSCS(3)	1,3	DC	1	PU	2,3	UNLV	4	UTAr(1)	4
CSCSB	3	ECU(1)	3	ScCC	1	UNR	4	UTSA(9)	5
CSCSt	4	ETSU	3	SHSU	3,4	UO	4		
CSM	1,10	HNC(4)	4	SJDC	1	UP	4		

(1) nomenclature not specified; (2) Ethnic Studies Interdisciplinary Program; (3) American Ethnic Studies; (4) concentration within American Studies major; (5) within history major; (6) Program in Comparative Culture; (7) Comparative Ethnic Studies; (8) within sociology major; (9) Master of Arts in Bicultural-Bilingual Studies with an area of concentration in Bicultural Studies.

B. *Black/Afro-American Studies Curricula.* The following codes apply to this section:

AA - Afro-American Studies
B - Black Studies
PA - Pan African Studies
NS - not specified
O - other

Insti.	*Nomen.*	*Levels*	*Insti.*	*Nomen.*	*Levels*	*Insti.*	*Nomen.*	*Levels*
AC	B	4	HC	B	NS	StU	AA	2
ASU	B	3	HMC	B	7	TTU	B	4
BiC	AA	3	LACC	AA	1	UA	B	3
CC	NS	4	LAVC	AA	1	UCB	AA	2
CCSF	AA	1	LC	B	1	UCD	B	2
CIMC	B	4	LMU	AA	2,4	UCLA	B	2
CM	B	4	MC	NS	4	UCI	O(4)	4,10
CoSU	O(1)	4	MrC	B	1	UCoB	B	4
CSCS	NS	2,3	MSC	AA	3	UCoCs	B	4
CSCSB	B	4	NMHU	AA	3	UCR	B	2
CSCSt	B	4	NTSU	NS	3	UCSB	B	2
CSM	B	4	PC	B	1	UNC	B	2,3
CSUC	B	2,3	PCC	AA	1	UNM	AA	4
CSUDH	AA	2,3	ScCC	AA	1	UO	NS	4
CSUFr	B	3	SDCC	B	1	UP	B	2
CSUFu	AA	2,3	SDMC	B	1	UR	B	2

Insti.	*Nomen.*	*Levels*	*Insti.*	*Nomen.*	*Levels*	*Insti.*	*Nomen.*	*Levels*
CSUH	B	2	SDSU	AA	2,3	USC	B	4
CSULA	AA(2)	2,3	SFSU	B	2	USF	NS	3
CSULB	B	3	SHSU	B	3,4	USU	B	4
CSUN	PA	2,3	SJCC	B	1	UTA	AA	4
CSUS	PA	4	SJDC	B	1	UTEP	B	4
CU	NS	4	SJSU	B	2,3,7	VC	NS	1
DC	B	1	SoCC	AA	1	YCC	B	1
DVC	AA	1	SMC	B(3)	2			
FC	B	1	SMU	AA	2,3			

(1) under Ethnic Studies Interdisciplinary Program; (2) major is called Pan African Studies, but the degree is entitled Afro-American Studies; (3) part of history major; (4) Black Culture.

C. *Mexican-American/Chicano Studies Curricula.* The following codes apply to this section:

MA - Mexican-American Studies
Ch - Chicano Studies
LR - La Raza Studies
NS - not specified
O - other

Insti.	*Nomen.*	*Levels*	*Insti.*	*Nomen.*	*Levels*	*Insti.*	*Nomen.*	*Levels*
ASC	MA	2,3,4	HMC	Ch	7	TTU	Ch	4
ASU	O(1)	3,4,6,9	LACC	MA	1	UA	Ch	2,3,4
BYU	O(2)	2,3,5,6	LAVC	MA	1	UCB	MA	2
CC	NS	4	LC	O(5)	1	UCD	Ch	2
CIMC	Ch	4	LMU	Ch	2	UCI	O(8)	4,10
CM	LR	1	MC	NS	4	UCLA	Ch	2
CoSu	O(3)	4	MoC	MA	4	UCoB	MA/Ch	4
CSCS	NS	2,3	MrC	O(5)	1	UCoCS	MA	2,3
CSCSt	Ch	4	MSC	Ch	3	UCR	MA	2,3
CSM	Ch	4	NMHU	Ch	2,3	UCSB	Ch	2
CSUC	MA	3	PC	Ch	1	UCSD	Ch	2
CSUDH	MA	2,3	PCC	Ch	1	UNC	MA	2.3
CSUFr	LR	3	ScCC	MA	1	UNM	Ch	4
CSUFu	Ch	2,3	SCoSC	Ch	4	UO	NS	4
CSUH	MA	2	SDCC	Ch	1	UP	Ch	4
CSULA	MA	2,3	SDMC	Ch	1	UR	Ch	2
CSULB	MA	2,3	SDSU	MA	2,3	USC	Ch	4
CSUN	MA(4)	2,3	SFSU	LR	2	USF	NS	3
CSUS	Ch	4	SHSU	MA	3,4	UTA	MA	4
DC	Ch	1	SJCC	MA	1	UTEP	Ch	2
DVC	MA	1	SJDC	O(6)	1	VC	NS	1
FC	Ch	1	SJSU	MA	3,5	YCC	LR	1
GC	NS	1	TAIU	MA	3			
HC	Ch	1,2,3	TJC	O(7)	1			

(1) part of American Studies; (2) Spanish-Speaking American Studies; (3) part of Ethnic Studies Interdisciplinary Program; (4) major is called Chicano Studies, but the degree is entitled Mexican American Studies; (5) Latin and Mexican American Studies; (6) Mexican/Chicano Studies; (7) Mexican American Cultural Studies; (8) Chicano Culture.

D. *Native American Studies Curricula.* The following codes apply to this section:

AI - American Indian Studies
NA - Native American Studies
NS - not specified
O - other

Insti.	*Nomen.*	*Levels*	*Insti.*	*Nomen.*	*Levels*	*Insti.*	*Nomen.*	*Levels*
ASU	O(1)	2,3,7,10	CSUFu	AI	4	SFSU	NA	4
CM	NA	1	CSUH	NA	2	TTU	NA	4
CoSU	O(2)	4	CSULB	AI	3	UA	AI	3
CR	NA	1	CSUS	NA	4	UCB	NA	2
CSCS	NS	1,3	DC	NA	1	UCD	NA	2
CSCSt	NA	4	HSU	NA	4	UNM	NA	4
CSM	NA	4	NMHU	NS	1	UO	NS	4
CSUC	NA	3	PCC	AI	1	USF	NS	3
CSUFr	NA	3	SDMC	NA	1	YC	AI	1

(1) part of American Studies; (2) part of Ethnic Studies Interdisciplinary Program.

E. *Asian-American Studies Curricula.* Unless otherwise indicated, all of the curricula listed below are designated Asian-American Studies. While some institutions do include Asian-Americans in the United States in curricula designated Asian Studies, this possibility was not explored through the questionnaire. Persons seeking more information on this point should direct themselves to the institutions concerned.

Insti.	*Levels*	*Insti.*	*Levels*	*Insti.*	*Levels*	*Insti.*	*Levels*
ASU(1)	4,6,9	CSUN(1)	2	LACC	1	SJSU	3
BYU(1)	2,3,5,6	CSUS	4	LC(1)	1	UCB	2
CSCS(2)	4	CU(2)	4	MC(2)	4	UCD	(2)
CSCSt	4	DC(1)	1	MrC(3)	1	UCR(1)	2
CSM	4	DVC	1	OSU(2)	1	UCSB	4
CSUFr	3	ETSU(1)	4	PCC	1	UCSD	2
CSUH	4	FC(1)	1	ScCC	1	USC	2
CSULB	3	GC	2	SFSU	4	YCC	1

(1) Asian Studies; (2) not specified; (3) Asian and Asian-American Studies.

F. *Other Ethnic Studies Curricula.* The following codes apply to this section:

AS - African Studies
BS - Basque Studies
CS - Chinese Studies
JS - Jewish Studies
LAS - Latin American Studies (incl. SW U.S.)

EA - Ethnic Arts
EAS - East Asian Studies
EoAmS - Euro-American Studies
FrS - French Studies
FS - Filipino Studies
REES - Russian/Eastern European Studies
SWS - Southwestern Studies
TWS - Third World Studies
WS - Women's Studies

Insti.	*Curric.*	*Levels*	*Insti.*	*Curric.*	*Levels*	*Insti.*	*Curric.*	*Levels*
BU	LAS	2,3,4,6,9	DVC	EoAmS	1	UCLA	EA	2
BYU	LAS	2,3,5,6	ETSU	LAS	4	UCLA	EAS	2
CC	SWS	4	FC	WS	1	UCLA	JS	2
CCSF	CS	1	HNC	LAS	2	UCoB	LAS	2
CCSF	LAS	1	HSU	WS	4	UCR	LAS	2
CCSF	FS*	1	LMU	LAS	2,3	UCR	JS	4
CoSU	LAS	4	MC	LAS	4	UCSD	TWS	2
CSCSB	LAS	4	MSC	WS	4	UNM	LAS	2,3,5,6,8,9
CSUC	LAS	2,3	OSU	LAS	4	UNR	BS	4
CSUDH	EAS	3	OSU	AS	4	UP	LAS	2,5
CSUFu	LAS	3	OSU	REES	4	UTEP	LAS	2
CSUH	LAS	2	SJDC	FS	1	UTEP	REES	4
CSUN	JS	3	TSU	FrS	2,3,4			

*title variant: Phillippine Studies.

III. Ethnic Studies-Related Teacher Preparation Programs.

Many institutions responded that they are currently planning or implementing ethnic studies-related curricula within teacher preparation programs. In this report, only institutions having such programs in place during Spring 1975 are noted. These programs are generally of two types: (1) bilingual-bicultural education programs in which two languages of instruction are involved; and (2) ethnic education courses which seek to familiarize teachers with the culture and conduct of ethnic minority students. Some institutions embrace both types under one program. The tables in Section III use the same levels codes shown for Section II.

A. *English/Spanish Bilingual-Bicultural Education Curricula.*

Insti.	*Levels*	*Insti.*	*Levels*	*Insti.*	*Levels*	*Insti.*	*Levels*
ASC	2,3,4	LMU	1	SU	2,3,4	UNLV	2
BYU	4,5	MSC	1,3,7	TCU	4	UP	1
CoC	1	NMSU	4	TLC	4	UTA	4,5
CSCSB	4,7	NTSU	4	UA	2,5,10	UTEP	1,4,7
CSF	1,2,4	SEU	2,4	UCLA	1	UTSA	5*
CSULA	1	SJSU	7	UCSC	4		
CSULB	2,3,4,5	SMU	5	UH	1,10		
CSUN	1	SRJC	1	UNC	2,5		

*Master of Arts in Bicultural-Bilingual Studies with concentration in Bilingual Studies.

B. *English/Other Language Bilingual-Bicultural Education Curricula.*

Insti.	*Language*	*Levels*	*Insti.*	*Language*	*Levels*	*Insti.*	*Language*	*Levels*
BYU	Indian*	4	CSULB	Indian*	4	UNLV	Chinese	2
CSULA	Chinese	1	UA	Apache	2,7,10	UNLV	Japanese	2
CSULA	Japanese	1	UA	Navaho	2,7,10	UNR	Japanese	1
CSULB	Hebrew	3	UA	Pápago	2,7,10			

*language not specified.

C. *Multi-Cultural Education Curricula.* Institutions are shown with curricular levels.

ASC - 2*	ECOSU - 3	UA - 3	UNLV - 3	UP - 2
CSCSB - 4,7	SFASU - 1	UH - 10	UNR - 1	

*within sociology major.

D. *Ethnic Education with an Emphasis on a Specific Ethnic Group.* The following codes apply to this section:

B - Black/Afro-American emphasis
Ch - Chicano/Mexican-American emphasis
NA - Native American emphasis
AA - Asian-American emphasis
O - other emphasis

Insti.	*Curric.*	*Levels*	*Insti.*	*Curric.*	*Levels*	*Insti.*	*Curric.*	*Levels*
ASC	Ch	2,3,4	CSUN	Ch	2,3	UA	NA(5)	2,7,10
BYU	Ch	4	CSUN	B	2,3	UCLA	Ch	1
BYU	NA	4	LMU	B	7	UCSC	Ch	4
CoC	Ch	1	LMU	Ch	7	UH	Ch	10
CSCC	B	2,3	LMU	O(1)	7	UNC	Ch	2,3
CSCSB	B	4,7	NAU	Ch	2	UNLV	B	3
CSCSB	Ch	4,7	NAU	NA	3	UNLV	Ch	3
CSCSB	NA	4,7	SMU	B	2	UNLV	NA	3
CSULA	Ch	2,7	SU	B	1	UNR	B	1
CSULA	AA	7	SWOSU	NA(2)	4	UNR	Ch	1
CSULA	B	2,7	TLC	Ch	1,4	UNR	NA	1
CSULB	Ch	1,2,3,4	TSU	Ch	2,3,4	UNR	AA	1
CSULB	NA	1,2,3,4	UA	Ch	2,5,10	UNR	O(6)	4
CSULB	AA	1,2,3,4	UA	NA(3)	2,7,10	UP	Ch	1
CSULB	B	1,2,3,4	UA	NA(4)	2,7,10	UP	O(7)	4

(1) Inner City Education; (2) Cheyenne; (3) Apache; (4) Navaho; (5) Pápago; (6) Basque; (7) Filipino.

IV. Departmental Affiliation of Faculty in Ethnic Studies.

The questionnaires included a set of items concerning the depart-

mental affiliation of ethnic studies faculty. Three types of faculty affiliations were considered: (1) appointment to a distinct ethnic studies department; (2) appointment to a traditional department in the arts, humanities, or the social sciences; and (3) joint appointment to two departments.

A. *Institutions at Which Faculty are Appointed to a Distinct Ethnic Studies Department.*

1. *Institutions Indicating that all Faculty Belong to an Ethnic Studies Department.*[4]

CSM	DC	SDCC	SJDC	UCI
CSUFr	MSC	SJCC	UCB	

2. *Institutions Indicating that Most Faculty Belong to an Ethnic Studies Department.*

CM	CSUN	MC	OLLC	SDSU	USF
CSUFr	HC	MrC	SBCC	SFSU	USC

3. *Institutions Indicating that Some Faculty Belong to an Ethnic Studies Department.*

ASC	BYU	CSUC	LACC	SMC	UCoB	UCSB	UP
BU	CC	CSUH	NMHU	UCD	UCR	UO	YCC

B. *Institutions at which Faculty are Appointed to Traditional Departments.*

1. *Institutions Indicating that All Faculty Belong to Traditional Departments.*[4]

ACC	CbC	CR	ECU	LMU	SWTSU	UNM
AnSC	CC	CSCS	ETSU	MC	TTU	USC
ASU	CeSU	CSUDH	FC	OSU	UA	UTAr
BCC	CMC	CU	GC	ScCC	UCoB	UTEP
CAC	CoSU	DVC	LACC	SHSU	UCSD	VC

2. *Institutions Indicating that Most Faculty Belong to Traditional Departments.*

ASC	CSUC	OLLC	UCLA	UCR	YCC
BYU	NTSU	UCD	UCoD	UD	

3. *Institutions Indicating that Some Faculty Belong to Traditional Departments.*

BU	CM	CSUN	MrC	OCC	SBCC	SFSU	UP
CC	CSUH	MC	NMHU	SMC	SDSU	UCSB	USF

C. *Institutions Indicating that Some Ethnic Studies Faculty Hold Joint Appointment.*

AnSU	CSUC	LMU	NTSU	SMC	UCR	UP
BYU	CSUFr	MC	OLLC	UCB	UCSB	USC
CSCS	DH	MrC	SBCC	UCD	UD	USF
CSM	HC	MSC	SFSU	UCLA	UO	YC

V. *Ethnic Study Centers and Quasi-Centers.*

Recipients were also asked to list those entities at each institution which function as ethnic study centers or quasi-centers. Quasi-centers include instances in which (1) ethnic studies departments, (2) federally-funded programs for assistance to minorities, (3) faculty committees, and (4) informal, inter-office arrangements address themselves to some of the functions described for ethnic study centers. The table below provides the names of these centers by institution, and shows the functions of each center and their sources of financial support.

Functions Codes:

1 - academic advisement of students belonging to ethnic groups
2 - general counseling and supportive services to students belonging to ethnic groups
3 - academic advisement of students majoring, minoring, or concentrating in ethnic groups
4 - coordination of faculty and administrative concerns relating to ethnic minorities on campus
5 - administration and coordination of research projects dealing with ethnic relations and studies
6 - dissemination of locally-generated literature relating to ethnic studies and ethnic relations
7 - housing research facilities such as reading rooms, vertical files, libraries, etc.
8 - classroom facilities for ethnic studies courses
9 - experimental classes or projects in bilingual-bicultural education or similar projects
10 - facilities for special seminars, colloquia, conferences, workshops dealing with ethnic concerns
11 - other (as explained in notes)

Funding Codes:

1 - institutional support, apart from student fees
2 - local government support
3 - community or national organization support
4 - state government support
5 - ~~administration and coordination of research~~ federal government support
6 - private foundation support
7 - student association fees and allocations
8 - other

NB: Some institutions distinguished major functions from minor ones; in these instances, minor functions are shown in parentheses.

Insti.	*Name of Center or Quasi-Center*	*Functions*	*Funding*
ACC	Educational Opportunities Center	1,(2),4	1
ASC	Ethnic Studies Committee	(3),4,(5),(10)	1,4,6
ASC	Biling.-Bicult. Teacher Train. Prog.	1-10	1,4,7
ASC	Mexican American Studies	1-10	1,4.7
BCC	Cultural Exchange Club	1-7,9	1
BYU	Indian Education Center	1-4,6-10	1,3,6
CC	Southwestern Studies	4,8,9,(10)	6
ChfC	Actuation Center	1-4,6,(7),(10)	1,2,4
CM	Independent Study Center	(1),2,(4,5),7,(9)	1,5
CM	Ethnic Studies Department	(1,2),3-6,8,9	1
CoSU	Ethnic Studies Interdisciplinary Prog.	1,7,9,10	1,4
CSCSB	E.O.P. - Upward Bound program	1-4,(5,6)	3,4,5
CSF	informal consortium	(1,2),4,(7,8),9,(10)	3,5,6,7
CSM	College Readiness Program	1,2,4,6,7	1
CSM	Ethnic Studies Division	3-6,8,9	1
CSPUP	Ethnic Studies Department	1-3,5,7,9,11a	1
CSUC	Department for Ethnic and Women Studies	1,3-6,8,10	1,4,7
CSUC	Center for Intercultural Studies	3-10	1,4.7
CSUDH	Centro de Estudios Chicanos	2,6,7,11b	6,7
CSUFr	Ethnic Studies Program	1-3	1
CSUFr	La Raza Studies Program	1-3	1
CSUH	Intercultural Education and Research Center	1,2,4,10	1,4,5
CSULB	Institute of Intercultural Education	1,2,4-7,9,10	1
CSUN	Chicano Studies Department	1,10,11c	1,6
CSUN	Pan African Studies Department	1-10	1
CSUS	Ethnic Studies Center	5,6,8	not avail.
ECOSU	Indian Education Center	(5,7),9,11d	1,5,7
FC	Multicultural Center	(1-5),11e	1,4,5
GC	Ethnic Studies Identity Center	11f	1
LMU	Mexican American Study Center	1-3,(4),5,(6-9),10	1,6,7,8
LMU	Afro-American Study Center	1-3,(4),5,(6-9),10	1,6,7,8
MC	Ethnic Studies Department	(1,2),3,(4,6,7,11g)	1
MSC	Center for Urban Affairs	2,8,11h	1
NMHU	Division of Ethnic Studies	(1,2),3-6,(8-10)	5
NMSU	Black ethnic program	1-5,10	1,5
NMSU	Chicano ethnic Program	1-5,10	1,5
NMSU	Native American program	1-5,10	1,5
NTSU	The Center for Ethnic Affairs	1,2,4-7,9.10,11i	1,7
PC	Center for Black Studies	1,2	not avail.
PC	Center for Chicano Studies	1,2	not avail.
SDMC	Black center (not fully identified)	1-4,7,8	1
SDMC	Chicano center (not fully identified)	1-4,7-9	1
SEU	College Assistance for Migrant Program	1,2,4	5

Insti.	*Name of Center or Quasi-Center*	*Functions*	*Funding*
SFSU	Third World Resources Center	2,6	7
SFASU	Multicultural Resource Center	6,7	1,3,5
SHSU	Ethnic Study Program	3,6(10)	not avail.
SMC	B.S.U. (not fully identified)	1-4,6	1
SMC	M.E.Ch.A.	1-4,6,9	1
SRJC	Ethnic Studies Department	1-3,(4-6),8	1,4
SWTSU	Bilingual Studies	1,4,9,10	not avail.
TAIU	Ethnic Studies Center	1,4-7	not avail.
TLC	Mexican American Studies Center	1-10	1,5,7,8
UA	Multicultural Education Center	1-5,(6,7),9,(10),11j	1,2,4-6
UA	Bureau of Ethnic Research	5,6,7	1,4,5,6
UCB	Department of Ethnic Studies	(1,3,7-10),11k	1
UCB	Department of Afro-American Studies	2	1
UCD	Tecumseh	1,2,6,7	1,7
UCD	Chicano Affairs	1-3,6,7,9	1,7
UCLA	Afro-American Studies Center	1-7,10	1,6
UCLA	Asian-American Studies Center	1-7,10	1,6
UCLA	American Indian Studies Center	1-7,10	1,6
UCLA	Chicano Studies Center	1-7,10	1,6
UCoCS	Project Equal Opportunity	1,2,4,11m	not avail.
UCSB	Center for Black Studies	11n	not avail.
UCSB	Center for Chicano Studies	11n	not avail.
UCSC	Educational Opportunity Program	1,2,3	4
UCSC	Concilio	4,10	1
UCSC	Ethnic Studies Fund	5,9	1
UCSC	Chicano Faculty Advisory Committee	10	1
UCSC	Third World Resource Center	6,7	7
UCSD	Center for Iberian and Latin American Studies	not avail.	not avail.
UH	Afro-American Studies	(1),2,3,(4,6),7,8	4,7
UH	Mexican-American Studies	(1),2,3,(4,6),7-9	4,7
UH	Multicultural Bilingual Program	(1,4,5),6-10	1,5
UNC	Center for Mexican American Studies	1-10	1
UNLV	Ethnic Studies Program	1-3,(5,8,10)	4
UNM	Afro-American Studies	1-3,(4,6,7,10)	1
UNM	Chicano Studies	1-3,(4-7,9,10)	1
UNM	Native American Studies	1-3,(4,7,10)	1
UNR	Basque Studies Program	2,3,5-7,9	3,5,6
UNR	Research and Educational Planning Center	5,6,9,10	4-6
UO	Indian Studies Center	1-4,(5),6,8,10	1,5,7
UO	Ethnic Studies	1-4,(5),6,8,10	1,5,7
USC	Ethnic Studies Program	1,3-6,8-10	1
USC	El Centro Chicano	1,2,4,6,7,9	1,2,3,6

Insti.	*Name of Center or Quasi-Center*	*Functions*	*Funding*
USF	Educ. Service Center for Minority Students	1,2,4,6	1
UTA	Afro-American Studies and Research Center	1,3,(4-11o)	1,4
UTA	Ethnic Student Services	1,2,4,(6)	1,4,5,6
UTA	Mexican-American Studies and Research Center	1,3,(4,11o)	1,4
UTAr	Minorities Cultural Center	5-10	1,5
UTEP	Cross-Cultural Southwest Ethnic Study Center	5,6,7,10	1,4,5,6
UU	Center for Ethnic Student Affairs	2	not avail.
VC	Minority Information Center	1-5	1,7
WSC	Ethnic Studies Institute	1,2,(4)	4
WSC	Cultural Awareness Program	11p	4,5
YC	(Not fully identified)	1-3,(4-6,8),9,(10)	1,4,7

OTHER FUNCTIONS: (11a) develop ethnic studies prototype model; (11b) prepare grant proposals for funding requests from governmental agencies or private foundations; (11c) administer Ford Foundation grant – Operation Chicano Teacher; (11d) develop special studies; (11e) tutor coordination; (11f) tutorial and social functions; (11g) offer courses; (11h) offer courses in Chicano Studies and Afro-American Studies; (11i) affirmative action programs and work-training programs; (11j) coordination of logistics for all field-based multi-cultural education projects; (11k) teaching and research; (11m) financial aid, scholarships; (11n) organize resource units; (11o) develop academic majors in ethnic studies; (11p) conduct cultural awareness seminars.

VI. Ethnic Study Centers and Quasi-Centers by Function.

This section is intended to facilitate reference to those institutions which allocate specific functions to ethnic study centers and quasi-centers. Persons desiring more information concerning how these functions are handled can thereby initiate communication with the institutions concerned.

A. *Academic Advisement of Students Belonging to Ethnic Groups (Function Code 1)*

ACC	CoSU	CSUFr	MC	SMC	UCB	UNC	UTA
ASC	CSCSB	CSUH	NMHU	SRJC	UCoCS	UNLV	VC
BCC	CSF	CSULB	NMSU	SWTSU	UCD	UNM	WSC
BYU	CSM	CSUN	NTSU	TAIU	UCLA	UO	YC
ChfC	CSPUP	FC	SDMC	TLC	UCSC	USC	
CM	CSUC	LMU	SEU	UA	UH	USF	

B. *General Counseling and Supportive Services to Students Belonging to Ethnic Groups (Function Code 2)*

ACC	CSCSB	CSUH	MSC	SFSU	UCoCS	UNLV	UTA
ASC	CSF	CSULB	NMHU	SMC	UCD	UNM	UU
BCC	CSM	CSUN	NMSU	SRJC	UCLA	UNR	VC
BYU	CSPUP	FC	NTSU	TLC	UCSC	UO	WSC
ChfC	CSUDH	LMU	SDMC	UA	UH	USC	YC
CM	CSUFr	MC	SEU	UCB	UNC	USF	

C. *Academic Advisement of Students Majoring, Minoring, or Concentrating in Ethnic Studies (Function Code 3)*

ASC	CSM	LMU	SMC	UCLA	UNR
BCC	CSPUP	MC	SRJC	UCSC	UO
BYU	CSUC	NMHU	TLC	UH	USC
ChfC	CSUFr	NMSU	UA	UNC	UTA
CM	CSUN	SDMC	UCB	UNLV	VC
CSCSB	FC	SHSU	UCD	UNM	YC

D. *Coordination of Faculty and Administration Concerns Relating to Ethnic Minorities on Campus (Function Code 4)*

ACC	CM	CSULB	NMSU	SWTSU	UCSC	USF
ASC	CSCSB	CSUN	NTSU	TAIU	UH	UTA
BCC	CSF	FC	SDMC	TLC	UNC	VC
BYU	CSM	LMU	SEU	UA	UNM	WSC
CC	CSUC	MC	SMC	UCLA	UO	YC
ChfC	CSUH	NMHU	SRJC	UCoCS	USC	

E. *Administration and Coordination of Research Projects Dealing with Ethnic Relations (Function Code 5)*

ASC	CSPUP	ECOSU	NTSU	UCLA	UNM	UTEP
BCC	CSUC	FC	SRJC	UCSC	UNR	VC
CM	CSULB	LMU	TAIU	UH	UO	YC
CSCSB	CSUN	NMHU	TLC	UNC	USC	
CSM	CSUS	NMSU	UA	UNLV	UTAr	

F. *Dissemination of Locally-Generated Literature Relating to Ethnic Studies and Ethnic Relations (Function Code 6)*

ASC	CSM	CSUS	SFSU	UA	UNM	UTAr
BCC	CSPUP	LMU	SHSU	UCD	UNR	UTEP
BYU	CSUC	MC	SMC	UCLA	UO	YC
ChfC	CSUDH	NMHU	SRJC	UCSC	USC	
CM	CSULB	NTSU	TAIU	UH	USF	
CSCSB	CSUN	SFASU	TLC	UNC	UTA	

G. *Housing Research Facilities such as Reading Rooms, Vertical Files, Libraries, Etc. (Function Code 7)*

ASC	CSF	CSULB	NTSU	UA	UH	UTEP
BCC	CSM	CSUN	SDMC	UCB	UNC	
ChfC	CSPUP	ECOSU	SFASU	UCD	UNM	
CM	CSUC	LMU	TAIU	UCLA	UNR	
CoSU	CSUDH	MC	TLC	UCSC	USC	

H. *Classroom Facilities for Ethnic Studies Courses (Function Code 8)*

ASC	CM	CSUC	LMU	SDMC	UCB	UNLV	YC
BYU	CSF	CSUN	MSC	SRJC	UH	UO	
CC	CSM	CSUS	NMHU	TLC	UNC	USC	

I. *Experimental Classes or Projects in Bilingual-Bicultural Education (Function Code 9)*

ASC	CoSU	CSULB	NTSU	UA	UNC	YC
BCC	CSF	CSUN	SDMC	UCB	UNM	
BYU	CSM	ECOSU	SMC	UCD	UNR	
CC	CSPUP	LMU	SWTSU	UCSC	USC	
CM	CSUC	NMHU	TLC	UH	UTAr	

J. *Facilities for Special Seminars, Colloquia, Conferences, Workshops, Dealing with Ethnic Concerns (Function Code 10)*

ASC	CSF	LMU	SWTSU	UCSC	UNR	YC
BYU	CSUC	NMHU	TLC	UH	UO	
CC	CSUH	NMSU	UA	UNC	USC	
ChfC	CSULB	NTSU	UCB	UNLV	UTAr	
CoSU	CSUN	SHSU	UCLA	UNM	UTEP	

VII. Table of Institutional Abbreviations Used in this Report.

Two-year institutions are indicated by an asterisk.

AC	Austin College; Sherman, Texas
ACC	*Arapahoe Comm. Col.; Littleton, Colorado
AnSU	Angelo State Univ.; San Angelo, Texas
ASC	Adams State College; Alamosa, Colorado
BC	*Barstow College; Barstow, California
BiC	Bishop College; Dallas, Texas
BCC	*Butte Comm. Col.; Durham, California
BU	Baylor University; Waco, Texas
BYU	Brigham Young University; Provo, Utah
CAC	*Central Arizona College; Coolidge, Arizona
CbC	*Cabrillo College; Aptos, California
CC	Colorado College; Colorado Springs, Colorado
CCSF	*City College of San Francisco; San Francisco, California
CeSU	Central State University; Edmond, Oklahoma
CnfC	*Chaffey College; Alto Loma, California
ChpC	Chapman College; Orange, California
ClMC	Claremont Men's College; Claremont, California
CM	*College of Marin; Kentfield, California
CMC	*Colorado Mountain Col.; Glenwood Springs, Colorado
CoC	*Cochise College; Douglas, Arizona
CoSU	Colorado State University; Ft. Collins, Colorado
CR	*College of the Redwoods; Eureka, California
CSCS	California State College at Sonoma
CSCSB	California State College at San Bernardino
CSCSt	California State College at Stanislaus
CSF	College of Santa Fe; Santa Fe, New Mexico
CSM	*College of San Mateo; San Mateo, California
CSPUP	California State Polytechnical University; Pomona
CSUC	California State University at Chico
CSUDH	California State University at Dominguez Hills
CSUFr	California State University at Fresno
CSUFu	California State University at Fullerton
CSUH	California State University at Hayward
CSULA	California State University at Los Angeles
CSULB	California State University at Long Beach
CSUN	California State University at Northridge
CSUS	California State University at Sacramento
CU	Cameron University; Lawton, Oklahoma
CuC	*Cuesta College; San Luis Obispo, California
DC	*DeAnza College; Cupertino, California
DVC	*Diablo Valley College; Pleasant Hill, California
ECOSU	East Central Oklahoma State University; Ada, OK
ETSU	East Texas State University; Commerce, Texas

FC	*Foothill College; Los Altos, California
GC	*Gavilan College; Gilroy, California
HC	Hancock, College; Santa María, California
HMC	Harvey Mudd College; Claremont, California
HNC	Holy Names College; Oakland, California
HSU	Humboldt State University; Arcata, California
LACC	*Los Angeles City College; Los Angeles, California
LAVC	*Los Angeles Valley Col.; Van Nuys, California
LC	*Laney College; Oakland, California
LCC	*Lamar Community College; Lamar, Colorado
LLU	Loma Linda University; Riverside, California
LMU	Loyola Marymount University; Los Angeles, California
LU	Lamar University; Beaumont, Texas
MC	Mills College; Oakland, California
MnC	Menlo College; Menlo Park, California
MoC	*Moorpark College; Moorpark, California
MrC	*Merritt College; Oakland, California
MSC	Metropolitan State College; Denver, Colorado
NAU	Northern Arizona University; Flagstaff, Arizona
NMHU	New Mexico Highlands University; Las Vegas, New Mexico
NMJC	*New Mexico Junior College; Lovington, New Mexico
NMSU	New Mexico State University; Las Cruces, New Mexico
NTSU	North Texas State University; Denton, Texas
OCC	*Orange Coast College; Costa Mesa, California
OLLC	Our Lady of the Lake College; San Antonio, Texas
OSU	Oklahoma State University; Stillwater, Oklahoma
PC	*Pomona College; Pomona, California
PCC	*Pasadena Comm. College; Pasadena, California
PU	Pepperdine University; Los Angeles, California
SC	*Sierra College; Rocklin, California
SCC	Southern California College; Costa Mesa, California
ScCC	*Sacramento City College; Sacramento, California
SCoSC	Southern Colorado State College; Pueblo, Colorado
SDCC	*San Diego City College; San Diego, California
SDMC	*San Diego Mesa College; San Diego, California
SDSU	San Diego State University; San Diego, California
SEU	St. Edward's University; Austin, Texas
SFASU	Stephen F. Austin State University; Nacogdoches, Texas
SFSU	San Francisco State University; San Francisco, California
SHSU	Sam Houston State University; Huntsville, Texas
SJCC	*San José City College; San José, California
SJDC	*San Joaquín Delta College; Stockton, California
SJSU	San José State University; San José, California
SMC	Saint Mary's College; Saint Mary's, California
SMU	Southern Methodist University; Dallas, Texas
SoCC	*Solano Comm. College; Suisun City, California

SRJC	*Santa Rosa Junior College; Santa Rosa, California
StU	Stanford University; Stanford, California
SU	Southwestern University; Georgetown, Texas
SWOSU	Southwest Oklahoma State University; Weatherford, Oklahoma
SWTSU	Southwest Texas State University; San Marcos, Texas
TAIU	Texas A and I University; Kingsville, Texas
TAMU	Texas A and M University; College Station, Texas
TCU	Texas Christian University; Fort Worth, Texas
TJC	*Temple Junior College; Temple, Texas
TLC	Texas Lutheran College; Seguin, Texas
TSU	Tarleton State University; Stephenville, Texas
TTU	Texas Tech University, Lubbock, Texas
UA	University of Arizona; Tucson, Arizona
UCB	University of California at Berkeley
UCD	University of California at Davis
UCI	University of California at Irvine
UCLA	University of California at Los Angeles
UCoB	University of Colorado at Boulder
UCoCS	University of Colorado at Colorado Springs
UCoD	University of Colorado at Denver
UCR	University of California at Riverside
UCSB	University of California at Santa Bárbara
UCSC	University of California at Santa Cruz
UCSD	University of California at San Diego
UD	University of Dallas; Dallas, Texas
UH	University of Houston; Houston, Texas
UNC	University of Northern Colorado; Greeley, Colorado
UNLV	University of Nevada at Las Vegas
UNM	University of New Mexico; Albuquerque, New Mexico
UNR	University of Nevada at Reno
UO	University of Oklahoma; Norman, Oklahoma
UP	University of the Pacific; Stockton, California
UR	University of Redlands; Redlands, California
USaC	University of Santa Clara; Santa Clara, California
USC	University of Southern California; Los Angeles
USF	University of San Francisco; San Francisco, California
USU	Utah State University; Logan, Utah
UTA	University of Texas at Austin
UTAr	University of Texas at Arlington
UTEP	University of Texas at El Paso
UTSA	University of Texas at San Antonio
UU	University of Utah; Salt Lake City, Utah
VC	*Ventura College; Ventura, California
WSC	Weber State College; Ogden, Utah
YC	*Yavapai College; Prescott, Arizona
YCC	*Yuba Comm. College; Marysville, California

VIII. Discussion

Just as teachers, researchers, administrators, and students make ethnic groups the objects of their special study, so too can these scholarly undertakings be made available for study as phenomena in their own right. Thus an "ethnography of ethnic studies practitioners" is made possible in which the latter's categories and meanings are examined for what they might reveal about this particular practice within academic settings—the establishment of ethnic studies curricula and their supportive programs and activities.

With the possible exception of curricula of a general or multi-ethnic nature, an ethnic studies curriculum which contains the name of a particular ethnic group required some sort of an assumption concerning the integrity and defensibility of that group name. This is a troublesome issue in academic circles precisely because the nomenclature usages in circulation have an uncertain relationship with the usages in circulation outside campuses among the milieu-dispersed representatives of the however-delimited ethnic groups. The issue is not merely one of semantics, however, for the ultimate defense of any ethnic studies curriculum would seem to hinge, in part, on the credibility of that curriculum's claim to grounding in whatever notions of ethnic membership actually obtain in the outside world's everyday settings. Curriculum developers in ethnic studies appear to be aware of this consideration, and this awareness seems to have resulted in geographically distributed variations in ethnic studies nomenclature.

In Northern California, for example, Black Studies is the preferred nomenclature,[5] while in Southern California, Afro-American Studies is preferred. It seems doubtful, however, that these preferences reflect differences in man-on-the-street usages, and it is even more doubtful that two distinct ethnic groups are implied by the nomenclature.[6] Perhaps the best explanation for this phenomenon is a diffusionist model through which these curricula could be seen as developing historically, with institutions located near each other tending to follow the lead of one or more early adopters of this type of curriculum.

A similar consideration is presented by the Mexican-American Studies/Chicano Studies dichotomy. In this instance, however, the two terms are loaded with powerful affective components, and their users often make claims concerning the psycho-social, linguistic class, and value corollaries attaching to these distinctions.[7] Geographically the two usages exhibit an

almost perfectly balanced frequency, with no strong regional associations, but with an overall drift toward the Chicano Studies usage.

The San Francisco Bay Area presents a special case in that neither term is suitable as a subsumptive device because of the area's diverse-origin Spanish-speaking population. An attempt to embrace all such groups under the Chicano or Mexican-American label would be met with serious objections, and accordingly, La Raza Studies has been used as a way out of the nomenclature dilemma. Since any of the New World progeny of Hispanic-Native American contacts can be comfortable subsumed under that usage, La Raza Studies is an appropriate nomenclature adjustment to the complex national origins of the Bay Area's Spanish-speaking/Hispanic ancestry population. Over one half (52) of the ethnic study centers reported (96) are located in California. Of these, 23 are located in Southern California, 13 in the San Francisco Bay Area, and 16 in other locations in Northern California. In other states, Texas institutions accounted for 15 such centers; New Mexico, 8; Oklahoma, 3; Colorado, 9; Arizona, 2; Utah, 4; and Nevada, 3.

Especially revealing is the nomenclature ambivalency of certain institutions which have tried to embrace both the Chicano and the Mexican-American nomenclature at the same time. At California State University at Northridge, for example, students may call their major Chicano Studies, but the degree bears the term Mexican American Studies. A parallel situation prevails at California State University at Los Angeles, where the major is referred to as Pan African Studies, but the degree is entitled Afro-American Studies. An interesting corollary of these practices is that it may be desirable to let certain terms appear in college bulletins, class schedules, and on the office doors of departments, but that other terms may be more suitable for inscription on diplomas bearing the signatures of officers of the university.

As noted in Section I, the commitment to ethnic studies curricula may be somewhat less than substantive. This may be especially true at some institutions where these curricula remain as informal areas of concentration instead of distinct majors and minors. Strangely enough, college catalog descriptions of these curricula tend to be eloquent, detailed, and lengthy precisely at those institutions where these curricula are merely areas of concentration. As areas of concentration, these curricula rarely appear on official records or transcripts except through an inferential examination of course work. Relatively few institutions are sufficiently committed to these curricula to elevate them to the status of formal majors or

minors, with the corresponding documentation on academic records and diplomas.

A parallel aspect of curricular status can be found in the faculty appointment arrangements used for ethnic studies curricula. Relatively few institutions have distinct ethnic studies departments in the first place, and of these, even fewer have their own faculty. Most curricula have an on-paper faculty dispersed among the traditional departments, and even when a strong program coordinator achieves frequent consultations between and among these faculty, the affiliation with traditional departments may easily outweigh the ethnic studies affiliation.

The prospects for the continuance of ethnic studies curricula are highly uncertain. Since it has become glaringly apparent that attendance at some college curriculum is anything but a guarantor of employability, students, parents, as well as legislators are tending to demand a greater articulation between such curricula and the world of practical concerns. But if ethnic studies curricula have been criticized for being of questionable occupational value, their administrators and developers can take some consolation in the fact that graduates in history, psychology, English, sociology, education, and a good many other fields can hardly expect to fare any better in their forays into the world of work.

To the extent that ethnic studies curricula are grounded in political and ideological postures, changes in political climate on the part of legislatures and administrators could easily strike them down at publicly-supported institutions. There are institutional constraints mitigating against ethnic curricula even in those cases in which faculty and administration might be favorably dsposed toward them. The nearly universal decline in enrollments has precipitated a period of retrenchment in which curricula are being winnowed out and in which faculty are hard-pressed to keep their own ongoing specialties afloat. Curriculum development and interdisciplinary endeavors are certainly not enhanced during such times — unless, of course, the traumatic effects are severe enough to bring about a massive examination of the entire instructional program.

Ethnic studies may also be criticized for tending to construct new and more sophisticated stereotypes than those circulated by the conventional wisdom, yet we have little reason to expect that these more exalted notions will be any more humane. There is a surprising tendency to gloss over the amount of variability of personal or regional culture within an ethnic group and to oversimplify the nature of inter-ethnic contacts as well. Undocumentable assertions of psychic unity and careless remarks about the

"needs" of collectivities have left many otherwise sympathetic colleagues understandably disillusioned.

Another difficulty with ethnic studies curricula is that the ethnicity of those who enroll in such studies is predominantly the same as the ethnicity addressed by course content. This practice is defended by those who claim that ethnic minority students need to be seeped in their own heritage if they are to be able to develop a self-concept grounded in ethnic pride. Whatever the strengths of that argument may be, it would seem reasonable to encourage students of all local or regional ethnic groups to learn about each other's respective traditions. That this is presently not the case suggests the appearance of a neo-tribalist orthodoxy which stipulates that one's ancestry ought to determine the curricula one studies. Such thinking is hardly likely to endear itself to professors in the humanities and social sciences.

Despite these adversities, the ethnic studies movement is perhaps the most serious attempt yet to achieve humanistically conceived interdisciplinary approaches to the study of our past and present socio-cultural realities. The dominant academic tradition, under which students have relentlessly learned more and more about less and less, has created its own form of ethnocentric tribalism grounded in the world-views of the disciplines. Holistic socialization experiences are increasingly confined to the offerings of the mass media, and one can easily develop the suspicion that these influences are not always salutary. Ethnic studies curricula may provide an environment in which the dynamics of inter-ethnic contact can be examined, discussed and interpreted dispassionately and cogently. Conceived in this light, such studies may easily meet the demand for relevance and accountability in a world in which such contacts have become a routine feature of everyday life for each of us.

El Paso, Texas

June 16, 1975

FOOTNOTES

1 The writer would like to acknowledge the assistance of Elisa Vasquez and Rosa Ortega of the CCSWESC staff in conducting the survey that eventuated in this report. This effort was made possible, in part, through a grant of the National Endowment for the Humanities (Grant No. EI-10598) to The University of Texas at El Paso for the Humanities Program in Border Studies; this program is administered by the CCSWESC, Dr. Z. Anthony Kruszewski, Director.

2 Dr. Jacob Ornstein, formerly Co-Director of the CCSWESC, initially proposed the idea of conducting this type of survey in 1972. In early 1973 a questionnaire was mailed to regional institutions, but staff changes caused a delay in handling the data. The staff later decided to ask additional questions and submit a new questionnaire because of the large number of changes and additions to ethnic studies curricula during the years 1973-75.

3 In some instances pertinent data was obtained from institutional bulletins and catalogs.

4 Some duplication between A-1 and B-1 due to joint appointments.

5 A notable exception is the University of California at Berkeley.

6 This is not to deny the conventional-wisdom assertions of all sorts of differences between the inhabitants or Southern California and those of Northern California; these distinctions, however, have infrequently been the matters of scholarly study.

7 An even finer distinction is made by some who see ideological ramifications in the inclusion or exclusion of the hypen between "Mexican(-)American." Hyphenated forms are regarded by some as bearing the implication of assimilation.